

Sixth Grade

Social Studies



Adopted: December 10, 2009

[Corrections: October 2014](#)

## **Colorado Academic Standards Social Studies Standards**

*"Teaching social studies powerfully and authentically begins with a deep knowledge and understanding of the subject and its unique goals. Social studies programs prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues."*

*A Vision of Powerful Teaching and Learning in the Social Studies:  
Building Social Understanding and Civic Efficacy (NCSS, 2008)*

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Preparing students for the 21st century cannot be accomplished without a strong and sustaining emphasis on the social studies. The social studies provide cornerstone skills that are the key to opening doors for a more diverse, competitive workforce and responsible citizenry. Students use critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways as they progress through social studies education. These standards outline the knowledge and skills needed to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Social studies is essential to understanding the complexity of the world. It provides the context and understanding of how humans interact with each other and with the environment over time. It offers the crucial knowledge needed to create a framework for understanding the systems of society.

Colorado's social studies standards lay out a vision of these vitally important disciplines and describe what all students should know and be able to do at each grade level through eighth grade, and through high school. The authors of this document are educators in preschool through twelfth grade, higher education professors, business and military representatives, and community members. The group developed a set of competencies starting with "the end in mind." What concepts and skills would a "prepared graduate" in the 21st century possess after completing high school? The answers to this question framed the work that led to the development of four standards in social studies for grades P-12.

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

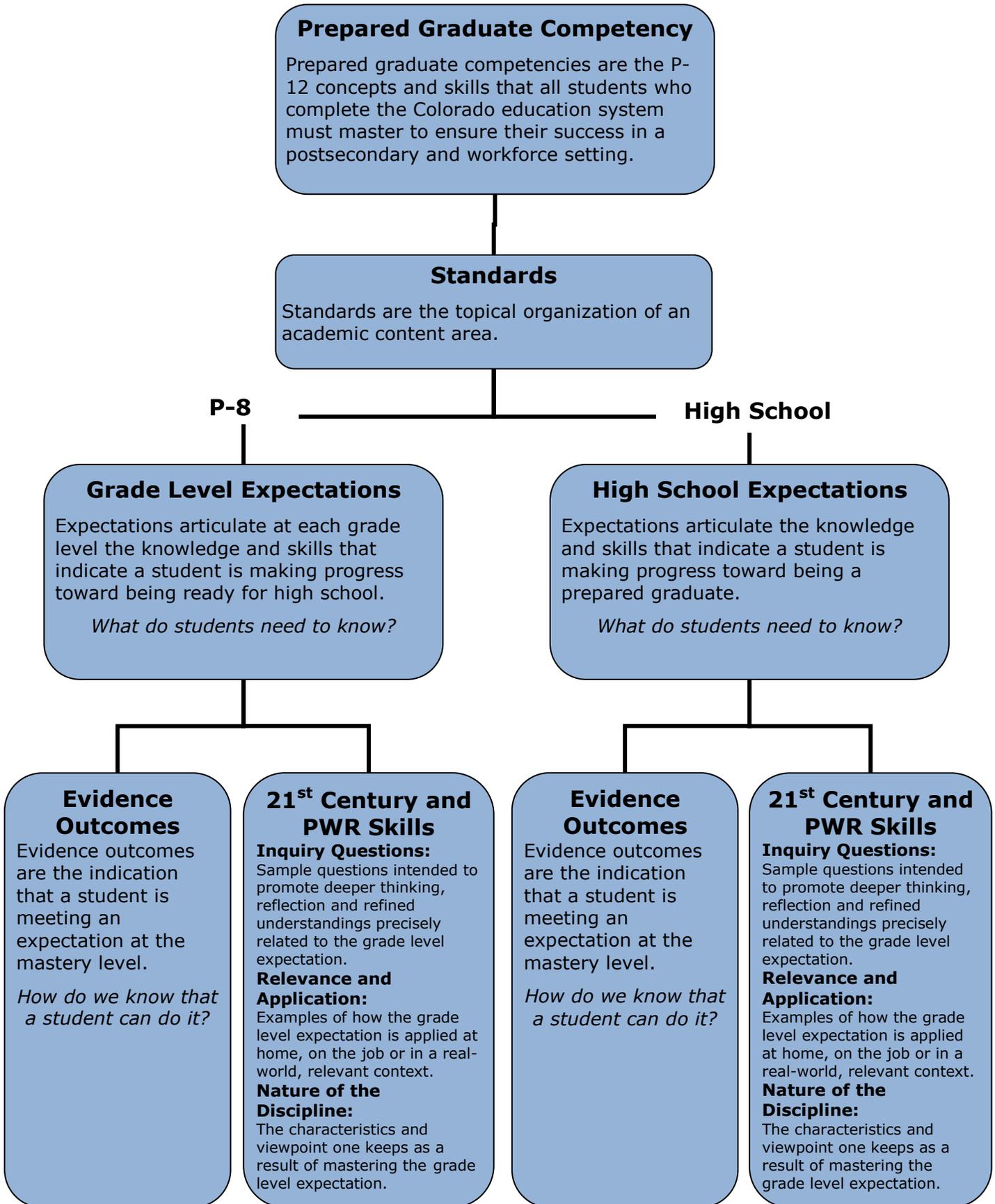
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting

### High School and Grade Level Expectations

**Concepts and skills students master:**

High School Expectations: The articulation of the concepts and skills that indicate a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation at each grade level of the concepts and skills that indicate a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Relevance and Application:**

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

**Nature of the Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## **Prepared Graduate Competencies in Social Studies**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared graduates in social studies:

1. Use the tools, thinking, and practices of history, geography, economics, and civics to:
  - a. Solve problems, make decisions and analyze issues from multiple perspectives as a responsible member of society
  - b. Read, write, and communicate ideas

Prepared graduates in history:

1. Develop an understanding of how people view, construct, and interpret history
2. Analyze key historical periods and patterns of change over time within and across nations and cultures

Prepared graduates in geography:

1. Develop spatial understanding, perspectives, and personal connections to the world
2. Examine places and regions and the connections among them

Prepared graduates in economics:

1. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
2. Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Prepared graduates in civics:

1. Analyze and practice rights, roles, and responsibilities of citizens
2. Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

## Colorado Academic Standards Social Studies

Standards are the topical organization of an academic content area. The four standards of social studies are:

### **1. History**

History develops moral understanding, defines identity and creates an appreciation of how things change while building skills in judgment and decision-making. History enhances the ability to read varied sources and develop the skills to analyze, interpret and communicate.

### **2. Geography**

Geography provides students with an understanding of spatial perspectives and technologies for spatial analysis, awareness of interdependence of world regions and resources and how places are connected at local, national and global scales.

### **3. Economics**

Economics teaches how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help individuals understand how to manage their own scarce resources using a logical decision-making process of prioritization based on analysis of the costs and benefits of every choice.

### **4. Civics**

Civics teaches the complexity of the origins, structure, and functions of governments; the rights, roles and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

# Social Studies

## Grade Level Expectations at a Glance

**Standard**                      **Grade Level Expectation**

| <b>Sixth Grade</b> |   |
|--------------------|---|
| 1. History         | <ul style="list-style-type: none"> <li>1. Analyze and interpret historical sources to ask and research historical questions</li> <li>2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another</li> </ul> |
| 2. Geography       | <ul style="list-style-type: none"> <li>1. Use geographic tools to solve problems</li> <li>2. Human and physical systems vary and interact</li> </ul>  |
| 3. Economics       | <ul style="list-style-type: none"> <li>1. Identify and analyze different economic systems</li> <li>2. Saving and investing are key contributors to financial well being (PFL)</li> </ul>  |
| 4. Civics          | <ul style="list-style-type: none"> <li>1. Analyze the interconnected nature of the United States to other nations</li> <li>2. Compare multiple systems of governments</li> </ul>  |

## 21<sup>st</sup> Century Skills and Readiness Competencies in Social Studies

The social studies subcommittees embedded 21<sup>st</sup> century skills, school readiness, and postsecondary and workforce readiness skills into the draft revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

### **Colorado's description of 21st century skills**

The 21<sup>st</sup> century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Social studies is inherently demonstrated in each of Colorado 21<sup>st</sup> century skills, as follows:

Critical Thinking and Reasoning – Social studies is a discipline grounded in critical thinking and reasoning. Doing history, geography, civics and economics involves recognizing patterns and relationships across time and space. Social studies provide the structure that makes it possible to describe patterns that exist in nature and society.

Information Literacy – The disciplines of social studies equip students with tools and mental habits to organize and interpret a multitude of resources. A social studies student with information literacy skills can effectively analyze primary and secondary sources, detect bias, use learning tools, including technology, and clearly communicate thoughts using sound reasoning.

Collaboration – The content areas of social studies involve the give and take of ideas. In the course of understanding social studies, students offer ideas, strategies, solutions, justifications, and proofs for others to evaluate. In turn, the student interprets and evaluates the ideas, strategies, solutions, and justifications of others.

Self-Direction – Understanding social studies requires a productive disposition, curiosity and self-direction. This involves monitoring and assessing one's thinking and persisting to search for patterns, relationships, cause and effect, and an understanding of the events and people throughout time.

Invention – The social studies are a dynamic set of content area disciplines, ever expanding with new ideas and understandings. Invention is the key element as students make and test theories, create and use social studies tools, search for patterns and themes, and make connections among ideas, strategies and solutions.

### **Colorado’s Description for School Readiness**

*(Adopted by the State Board of Education, December 2008)*

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

### **Colorado’s Description of Postsecondary and Workforce Readiness**

*(Adopted by the State Board of Education, June 2009)*

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

### **How These Skills and Competencies are Embedded in the Revised Standards**

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

**Inquiry Questions** – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

**Relevance and Application** – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

**Nature of Discipline** – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

# 1. History

The study of history prepares students to develop critical thinking skills in an effort to explain the human experience through events of the past. Discerning clarity from the jumble of conflicting facts and sources, students get a clearer picture of how individuals, communities, and the world connect, both past and present. History develops moral understanding, defines identity and creates an appreciation of how things change, while building judgment and decision-making skills. History enhances the ability to read varied sources and develop the skills necessary to analyze, interpret, and communicate.

History inspires by exposing students to the wonders and beauty of the past. The historical perspective prepares for an ever-changing future by helping to understand changes in the past. It allows students to gain perspective and develop better judgment by discovering and uncovering the complexity of human beings. This allows students to better understand themselves as individuals and their place in a complex and often confusing society. History provides examples of ethical behavior and the context for change, and illustrates the importance of responsible members of society in both our country and our world.

History is a critical component in the future success of a student in the 21<sup>st</sup> century world. Inquiry is the central component of historical thinking. Students learn the skills of reading, interpreting and analyzing historical sources and develop the ability to craft a well-constructed and communicated historical argument. History teaches the interpretive, analytical, and critical thinking skills that will allow students to become productive citizens in the future.

## **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduate Competencies in the History standards are:**

- Develop an understanding of how people view, construct, and interpret history
- Analyze key historical periods and patterns of change over time within and across nations and cultures

**Content Area: Social Studies**

**Standard: 1. History**

**Prepared Graduates:**

- Develop an understanding of how people view, construct, and interpret history

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

1. Analyze and interpret historical sources to ask and research historical questions

**Evidence Outcomes**

**Students can:**

- a. Identify ways different cultures record history (DOK 1)
- b. Interpret documents and data from multiple primary and secondary sources while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts (DOK 1-3)
- c. Critique information to determine if it is sufficient to answer historical questions (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. What questions help us understand the development and interaction of peoples in the Western Hemisphere?
2. How can different sources on the same topic vary and how can we determine which sources are most helpful in interpreting the past?
3. What are the key primary sources that help to understand the history of the Western Hemisphere?
4. How does the author or creator of a source influence the interpretation?

**Relevance and Application:**

1. Individuals identify points of view, seek multiple sources, and develop and defend a thesis with evidence throughout life.
2. Technology is used to explore and evaluate for accuracy of information.
3. The context and content from the past is used to make connections to the present.

**Nature of History:**

1. Historical thinkers evaluate historical sources for purpose, audience, point of view, context, reliability and authenticity.
2. Historical thinkers use primary and secondary sources to evaluate and develop hypotheses and interpretations of historical events and figures that are supported by evidence.

**Content Area: Social Studies**

**Standard: 1. History**

**Prepared Graduates:**

- Analyze key historical periods and patterns of change over time within and across nations and cultures

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

- 2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another

**Evidence Outcomes**

**Students can:**

- a. Explain how people, products, cultures, and ideas interacted and are interconnected over key eras in the Western Hemisphere (DOK 1-2)
- b. Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. Topics to include but not limited to Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange (DOK 1-3)
- c. Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere (DOK 1-2)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why have civilizations succeeded and failed?
- 2. To what extent does globalization depend on a society's resistance to and adaptation to change over time?
- 3. What factors influenced the development of civilizations and nations?

**Relevance and Application:**

- 1. Historical information and context are used to interpret, evaluate, and inform decisions or policies regarding current issues such as the impact of the Columbian exchange on the world today.
- 2. Philosophies and ideas from history continue to inform and affect the present such as the Aztec, Maya, and Inca influence.
- 3. Technological developments continue to evolve and affect the present. For example, the speed of communication is almost instantaneous with blogs and the Internet.

**Nature of History:**

- 1. Historical thinkers analyze patterns and themes throughout time.
- 2. Historical thinkers study people places, ideas, and events to construct the story of history from multiple perspectives.
- 3. Historical thinkers use chronology to organize time.
- 4. Historical thinkers examine data for point of view, historical context, or propaganda.

## 2. Geography

The study of geography creates an informed person with an understanding of spatial perspective and technologies for spatial analysis; and an awareness of the interdependence of the world regions and resources, and how places are connected at the local, national, and global scales. Students understand the complexity and interrelatedness of people, places, and environments. Geography helps students appreciate the dynamic relationships and complexity of the world.

The skills, concepts, and knowledge acquired in geography are fundamental literacy components for a 21st century student. Use of critical thinking, information literacy, collaboration, self-direction, and invention are apparent in every facet of geographic education. Geography helps students develop a framework for understanding the world, ultimately contributing to the creation of informed citizens.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Geography standard are:**

- Develop spatial understanding, perspectives, and personal connections to the world
- Examine places and regions and the connections among them

**Content Area: Social Studies**  
**Standard: 2. Geography**

**Prepared Graduates:**

- Develop spatial understanding, perspectives, and personal connections to the world

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

1. Use geographic tools to solve problems

**Evidence Outcomes**

**Students can:**

- a. Use longitude, latitude, and scale on maps and globes to solve problems (DOK 1-2)
- b. Collect and analyze data to interpret regions in the Western Hemisphere (DOK 1-3)
- c. Ask multiple types of questions after examining geographic sources (DOK 2-3)
- d. Interpret and communicate geographic data to justify potential solutions to problems (DOK 1-3)
- e. Distinguish different types of maps and use them in analyzing an issue (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How can geographic tools be used to solve problems in the future?
2. How does where we live influence how we live?
3. How do populations, physical features, resources, and perceptions of places and regions change over time?
4. How has land been acquired by countries?
5. How have geographic factors influenced human settlement and economic activity?

**Relevance and Application:**

1. Technology is used by individuals and businesses to answer geographic problems such as the spread of disease, migration patterns, and distribution and loss of resources like water supplies.
2. Geographic tools help to solve problems in daily life. For example, a car GIS is used to find a location, maps are used by tourists, and directions are found on the Internet.

**Nature of Geography:**

1. Spatial thinkers use geographic tools to develop spatial thinking and awareness.
2. Spatial thinkers evaluate patterns that connect people and their problems to the world.

**Content Area: Social Studies**

**Standard: 2. Geography**

**Prepared Graduates:**

- Examine places and regions and the connections among them

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

2. Human and physical systems vary and interact

**Evidence Outcomes**

**Students can:**

- Classify and analyze the types of connections between places (DOK 2-3)
- Identify physical features and explain their effects on people in the Western Hemisphere (DOK 1-2)
- Give examples of how people have adapted to their physical environment (DOK 1)
- Analyze positive and negative interactions of human and physical systems in the Western Hemisphere (DOK 1-2)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- What are different ways to define the Western Hemisphere based on human and physical systems?
- How have people interacted with the environment over time in a positive or negative way?
- How has globalization affected people and places?
- In what ways are places on Earth interdependent?

**Applying in Society and Using Technology:**

- The study of how human and physical systems vary and interact helps to make better choices, decisions, and predictions. For example, resource distribution or trade is based on geographic features and environmental changes over time effect a business.
- Businesses analyze data regarding physical and human systems to make informed choices regarding production, trade, and resource acquisition.
- Nations use geographic information about human and physical systems to make decisions such as establishing trade routes, locating cities, trade centers and capitals, and establishing outposts and security systems like forts and walls.

**Nature of Geography:**

- Spatial thinkers examine places and regions and the connections among them.

# 3. Economics

Economics and personal financial literacy teach students the skills, knowledge, and habits that they must master in order to contribute in a positive manner to society. Economics and personal financial literacy teach how to understand personal responsibility, set goals, create plans, evaluate choices, value entrepreneurship, comprehend globalization and international connections, and learn to make rational decisions through critical analysis.

Economics teaches students how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help understand how to manage scarce resources using a logical decision-making process that involves prioritization based on analysis of the costs and benefits of every choice.

Economics and personal financial literacy are essential to function effectively in personal lives, as participants in a global economy, and as citizens contributing to a strong national economy. As citizens, workers, consumers, savers, and investors, members of society must have a level of economic and personal financial literacy that enables them to understand how economies function and to apply economic analysis in their own lives.

## **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Prepared Graduate Competencies in the Economics Standard are:**

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
- Acquire the knowledge and economic reasoning skills to make sound financial decisions

**Content Area: Social Studies**  
**Standard: 3. Economics**

**Prepared Graduates:**

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

1. Identify and analyze different economic systems

**Evidence Outcomes**

**Students can:**

- a. Describe the characteristic of traditional, command, market, and mixed economic systems (DOK 1-2)
- b. Explore how different economic systems affect job and career options and the population's standards of living (DOK 1-2)
- c. Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence (DOK 2-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How do different systems address the production of goods?
2. How are scarce resources distributed in different types of economic systems?
3. How do different economies control the means of production and distribution of goods and services?

**Relevance and Application:**

1. Economic development varies and can be compared across countries in the Western Hemisphere including levels of education and average income.
2. Governments and the private sector in the Western Hemisphere cooperate to distribute goods and services, specialize, and are interdependent in the global economy.
3. Career opportunities are influenced by the type of economic system.

**Nature of Economics:**

1. Economic thinkers study how and why individuals make decisions about purchases.
2. Economic thinkers analyze why different markets develop in different locations.
3. Economic thinkers study the effects of different types of economies on global interdependence.

**Content Area: Social Studies**  
**Standard: 3. Economics**

**Prepared Graduates:**  
 ➤ Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**  
 2. Saving and investing are key contributors to financial well-being (PFL)

| <b>Evidence Outcomes</b>   | <b>21<sup>st</sup> Century Skills and Readiness Competencies</b>  |
|--|---|
| <p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Differentiate between saving and investing (DOK 1-2)</li> <li>b. Give examples of how saving and investing can improve financial well-being (DOK 1-2)</li> <li>c. Describe the advantages and disadvantages of saving for short- and medium-term goals (DOK 1-2)</li> <li>d. Explain the importance of an emergency fund (DOK 1)</li> <li>e. Explain why saving is a prerequisite to investing (DOK 1)</li> <li>f. Explain how saving and investing income can improve financial well-being (DOK 1-2)</li> </ul> | <p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. Why is it important to save and invest?</li> <li>2. What types of items would an individual save for to purchase?</li> <li>3. What are risky investments and why would someone make that type of investment?</li> <li>4. Why is it important to research and analyze information prior to making financial decisions?</li> </ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. It's important to understand why to save and invest for the future.</li> <li>2. Technology allows individuals and businesses to track investment earnings.</li> <li>3. The creation of criteria for us of emergency funds helps to save responsibly.</li> <li>4. The comparison of returns of various savings and investment options and an adjustment of the investments for good financial decision-making.</li> </ul> |
|  | <p><b>Nature of Economics:</b></p> <ul style="list-style-type: none"> <li>1. Financially responsible individuals manage savings and investments for their financial well-being.</li> <li>2. Financially responsible individuals understand the risks and rewards associated with investing and saving.</li> </ul>   |

# 4. Civics

Civics has an impact on every individual daily through the work of city councils, state legislatures, Congress and school boards. Civics teaches students the complexity of the origins, structure, and functions of governments; the rights, roles, and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

Civics is a foundational component of the educational experience and critical to the continued success of our society. A democratic and free society relies on the skills, intelligence, engagement and virtue of its citizens. Our students will one day be responsible for strengthening our civic culture based on the knowledge they learn at school, their own values, and their choices for action. Democracy demands that they have these tools to be responsible contributors to civic culture.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Prepared Graduate Competencies in the Civics standard are:**

- Analyze and practice rights, roles, and responsibilities of citizens
- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

**Content Area: Social Studies**  
**Standard: 4. Civics**

**Prepared Graduates:**

- Analyze and practice rights, roles, and responsibilities of citizens

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

1. Analyze the interconnectedness of the United States and other nations

**Evidence Outcomes**

**Students can:**

- a. Discuss advantages and disadvantages of living in an interconnected world (DOK 1-2)
- b. Examine changes and connections in ideas about citizenship in different times and places (DOK 1-3)
- c. Describe how groups and individuals influence the government and other nations (DOK 1-2)
- d. Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations (DOK 1-3)
- e. Analyze political issues from both a national and global perspective over time (DOK 1-4)
- f. Identify historical examples illustrating how Americans from diverse backgrounds perceived and reacted to various global issues (DOK 1-3)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. What does it mean to live in an interconnected world?
2. How can you be a productive member of the global community and a contributing citizen of the United States?
3. Why are there greater challenges and opportunities when multiple groups interact?
4. Why are national and global viewpoints sometimes different?

**Relevance and Application:**

1. Nations are interconnected and affect each other on a daily basis. For example, businesses are affected by the laws, regulations, nations and markets are damaged by drought, earthquakes and other natural disasters throughout the world.
2. Technology provides daily information regarding the interaction between the United States government and other nations.

**Nature of Civics:**

1. Responsible community members discuss and analyze how various government decisions impact people, places, and history.
2. Responsible community members analyze how the actions of individuals and groups can have a local, nation, and international impact.
3. Responsible community members analyze the relationship between rights and responsibility in national and global contexts.

**Content Area: Social Studies**

**Standard: 4. Civics**

**Prepared Graduates:**

- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

**Grade Level Expectation: Sixth Grade**

**Concepts and skills students master:**

- 2. Compare multiple systems of government

**Evidence Outcomes**

**Students can:**

- a. Describe different forms of government (DOK 1)
- b. Identify how different forms of government relate to their citizens. Topics to include but limited to democracy and authoritarian government (DOK 1-2)
- c. Compare the economic components of different forms of government (DOK 1-2)
- d. Compare various governments' and the liberties of their citizens (DOK 1-2)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How do you define good government?
- 2. What evidence can you find of effective and ineffective governments in the past and the present?
- 3. What would a government look like if you created it?
- 4. What are the consequences if a government does not provide for the common good?

**Relevance and Application:**

- 1. The ability to understand the different forms of government affects daily life. For example, employees work in international corporations and tourists visit countries with different laws, rules, and regulations.
- 2. Knowledge of government is essential for understanding the implications of events around the world.

**Nature of Civics:**

- 1. Responsible community members discuss personal and national actions and their global consequences.
- 2. Responsible community members identify ways in which lives are enriched and challenged because of the interconnected nature of a global society.

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